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ABSTRACT

This document reports phase 1--the data gathering process--of a research project to study vocational preparation and adjustment of handicapped persons in rural areas of the state of Florida. Following a discussion of phase objectives (chapter 1), chapter 2 provides a review of current educational programs offering vocational/occupational training to handicapped, secondary-level youth and adults in the nation and in Florida. Florida programs are compared to those found throughout the United States on the basis of types of vocational training offered, categories of students enrolled, educational approach or technique, and inclusion of job placement and followup procedures. In chapter 3 some handicapping conditions and programs used to aid in their vocational adjustment are overviewed. Chapter 4 contains a pilot study of handicapped adult employment in a rural community which intended to determine (1) availability of jobs, (2) employer's opinions of handicapped adults as employees, (3) employment status of a number of handicapped adults, and (4) relationship between vocational adjustment and educational history. Chapter 5 summarize phase 1 activities and findings and delineates phase 2 objectives. Appendixes, amounting to approximately one-half of the report, include descriptions of the national-level and Florida programs reviewed, employer and adult questionnaires, and narrative descriptions of handicapped adults interviewed. (YLB)

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EVALUATION OF THE VOCATIONAL PREPARATION AND SUCCESS OF HANDICAPPED INDIVIDUALS WHO RESIDE IN RURAL AREAS OF FLORIDA

A Continuation Report
June, 1980

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ABSTRACT

This document, which is a report of phase one of this research project, reports the preliminary procedures and results of the study. Utilizing literature searches and field-based study techniques, data was collected and analyzed regarding the vocational preparation and adjustment of handicapped persons in Florida's rural areas. This report presents and discusses such data.

Preliminary findings are reported. Objectives for future study are also delineated in the document.

CHAPTER 1

Introduction

There has been a recognized need to explore vocational training programs and the subsequent vocational success of handicapped individuals residing in rural areas of the State of Florida. Little has been known about the number and types of jobs available in rural areas for handicapped persons; the number and types of jobs secured by the handicapped; their success on these jobs; or the public school preparation handicapped persons receive in order to obtain, and advance in, available jobs.

The purpose of the first phase of this study was to begin to provide tentative answers to the problems stated above. Available research literature provided little insight related to the vocational preparation and success of handicapped persons in rural areas. Initial informal observations by the investigators seemed to suggest that few handicapped individuals in Florida's rural areas were vocationally successful. In order to determine the present status and eventually ideal program models, the following objectives were adopted for phase one of this study.

Phase One Objectives

1. Develop and meet with a statewide advisory committee for this project.

2. Conduct an initial survey to review the types of vocational programs being offered to handicapped students in rural areas of Florida and the nation.

3. Review the literature to determine the national state of the art of vocational adjustment achieved by handicapped adults.

4. Conduct a pilot study in a selected rural setting to review employment opportunities, employers' attitudes and status of handicapped adults.

5. Prepare and disseminate a progress report at the end of phase one which would indicate initial findings and would outline phase two objectives.

Accomplishments by Objectives

Objective 1

A statewide advisory board was formulated for this project's first phase. The first major activity of the advisory board was a meeting in Gainesville. The board assisted the staff in establishing guidelines for data collection in different areas of the State. It was also determined at this meeting that the term 'handicapped', as used in this study, would refer to any individual, other than a gifted student, who has received special education services in the public schools.

The second major responsibility of the advisory board has been an ongoing process of assistance. Advisory board members were contacted by letter and phone many times during phase one for advice and assistance and these contacts and the boards' efforts were most beneficial.

The advisory board members during phase one were:

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Objective 2

A literature review, phone contacts, site visitations and a review of various project reports contributed to the achievement of the second objective. This analysis, which was an initial survey to review the types of vocational programs being offered to handicapped students in rural areas of Florida and the nation is reported in Chapter 2. Appendix A presents a sampling of program abstracts at the national level while Appendix B includes state level abstracts.

Objective 3

In order to determine the national state of the art of vocational adjustment achieved by handicapped adults, a literature review was conducted. Information regarding the present labor and employment status was also collected. Chapter 3 is a summary and discussion of this review.

Objective 4

In order to review employment opportunities, employers' attitudes and current status of handicapped adults in Florida's rural areas, a pilot study was conducted. This pilot study enabled the researchers to develop field-based data seeking methods to be used in later phases of this project.

Preliminary findings, based on data collection in a selected rural area, are reported in Chapter 4. The information is organized around the areas of (a) job availability, (b) employers' attitudes and (c) employment status.

Objective 5

This document, which is a report of the first phase of this research project, indicates initial findings of the study. Suggested future directions for phase two are also contained in this report.

CHAPTER 2

Review of Preparation Programs -- National and State

The purpose of this research component was to examine a sampling of the current education programs offering vocational/occupational training to handicapped students both in the nation and in the State of Florida. These programs were examined with regard to what specific vocational/occupational skills were offered and what categories of handicapped students were included in these programs. The programs examined must have been available to secondary level youth and adults. Abstracts of each identified national program appear in Appendix A followed by abstracts of Florida programs in Appendix B. Abstracts include information concerning the program's location, vocational course offerings and population served. Table 1 summarizes actual courses taught as reported by the national and state programs.

After these programs had been identified the Florida programs were compared with those found throughout the rest of the United States. The comparison was based on the inclusion of four general criteria, including:

a. type(s) of vocational training offered

b. category or categories of handicapped students enrolled

c. educational approach or technique, and

d. inclusion of job placement and follow-up procedures.

The results of this comparison are examined in the following sections.

TABLE I

FLORIDA	NATIONAL
AGRICULTURE & RELATED	
Horticulture & Gardening	Horticulture & Gardening
BUSINESS RELATED	
Hotel & Motel	Hotel & Motel
Data Processing	Computer Operations Clerical
Communication	
Marketing	
Business Occupations	Business
HEALTH, PUBLIC SERVICE	
Health & Public Service	Health
	Social Service
Personal Service Cosmetology Barbering	
HOME ECONOMICS & RELATED	
Food Service	Food Service
Sewing	Power Sewing
Home Economics	Home Economics
Child Care	Child Care
Snack Bar Service	
Basic Food	
INDUSTRIAL ARTS & PREVOCATIONAL	
Graphics	Graphic Arts Jewelry Metal Work Simple Assembly
Woodworking	Woodworking
Industrial Arts	Repair Handiwork Carwash & Wax Crafts
Arts & Crafts	Plastic
Photography	

FLORIDA	NATIONAL
Power & Transportation	
	TRADE & INDUSTRIAL
Auto Body Repair Construction	Automotive maintenance Building Trades
Custodial	Custodial/Maintenance
	Laundry
Welding	Welding
	Industrial Education Piano Tuning Painter's Assistant
Small Engine Repair	Small Engine Repair Plumbing
Printing	Printing Upholstery Spray Painting
	Technical Engineering
Basic Electricity	
Masonry	Masonry
Switchboard	
Helper Trades Manufacturing	

Types of Vocational/Occupational Training Offered Throughout the Nation

Training in a wide variety of skill areas was offered to handicapped students throughout the nation. It was noted that considerable training was offered in horticulture and gardening. In the broad area of business, hotel and motel occupations, computer operations, and clerical skills were offered. Within the area of home economics, food service, power sewing, and child care were offered. Graphic arts, jewelry, metal work, simple assembly, woodworking, repair work, car wash/wax, crafts and plastic work were offered within the area of industrial arts. Under the umbrella of Trade and Industrial education, training was offered in automotive maintenance, custodial maintenance, laundry, welding, piano tuning, painter's assistant, small engine repair, plumbing, printing, upholstery, spray painting, technical engineering and masonry.

From an analysis of the literature it was determined that food service was the most frequently offered skill area (twelve programs located). Clerical training was the next most frequently offered skill area (ten programs identified). Custodial maintenance and automotive maintenance were the third most frequently offered skill areas (eight programs each). Other skill areas that were consistently offered were horticulture and gardening, health, industrial arts, and industrial trades.

Types of Vocational/Occupational Training Offered in Florida

A review of the literature regarding some of Florida's vocational programs for handicapped students revealed that Florida programs also provide a wide range of skill training. For instance, horticulture and

gardening are offered as they are throughout the nation. In the area of business education Florida offers training in hotel/motel occupations, data processing, communication and marketing. According to the literature, this reflects a wider range of business related skills offered in the State of Florida than that found throughout the rest of the nation. In the Health and Public Service area, training was offered in cosmetology, barbering and personal service. The skills included under Home Economics provided training in food service (food preparation, and commercial cooking for restaurant and fast food), sewing and child care. Industrial Arts and Prevocational Education offered training in graphics, woodworking, arts and crafts and photography. Trade and Industrial Education included competencies in auto body repair, construction, custodial maintenance and welding, small engine repair, printing, basic wiring, masonry, switchboard operation and manufacturing.

Educational Techniques and Methods -- National Level

A review of a sampling of the vocational training programs for handicapped students throughout the nation revealed a variety of educational approaches and curriculum. The following is a brief discussion of some of these approaches.

One vocational program provides an auto body and building trades program that have both become economically self-sufficient. The students enrolled in the building trades program also sell the homes that they build. On both instruction sites, handicapped and non-handicapped students work together. At another vocational education program, instructors locate employment for handicapped students and then perform that job for one week to analyze not only the technical skills involved but also the employability skills required.

Handicapped students attending a human development program are permitted to work in place of attending regular high school classes. These students may still receive a regular high school diploma. An unusual team approach occurs at another vocational program when special educators attend vocational classes along with their students. By attending these classes, teachers learn how to make the handicapped students' academic education more meaningful by relating that curriculum to the vocational education curriculum.

Some pre-employment programs utilize an employment phone center. This phone is placed in a convenient location so that teachers and employers can communicate concerning the handicapped students. This direct line to and from the employer and teacher helps facilitate cooperation and a good working relationship. Other vocational programs teach employability skills such as reading functional signs, good grooming and social skills.

The literature reflects that there are many vocational training programs that are offered to any adult over sixteen years of age. This open entry policy does not discriminate against those students who have obtained a high school diploma. It also offers fresh opportunities to those handicapped students who have not been previously successfully trained or employed.

Some vocational programs offered extensive follow-up services. One program, for instance, continued to serve students after graduation if students believed that they needed further training in certain skill areas. Several programs required students to job shadow, or follow employees in actual job stations. This training naturally enhances the handicapped students' awareness of a variety of job requirements.

Educational Techniques and Methods -- State Level

According to the literature, the vocational training provided to handicapped students in the State of Florida also provides a variety of educational delivery models. These models will be briefly reviewed in this section.

The Dade County Vocational Program provides a career awareness program beginning in kindergarten. This curriculum goal is to ensure that all handicapped students possess independent living skills and socio-personal skills by the time they reach pre-vocational and vocational training.

The Florida School for the Deaf and Blind in St. Augustine offers a variety of vocational training to handicapped students including furniture refinishing, cosmetology, barbering and other technical training. This school also offers work evaluations and work adjustment.

The St. Augustine Technical Center provides a means for students to earn a high school diploma along with training in many vocational areas. Among the vocational skill training provided is business, automotive mechanics and repair, commercial cooking, cosmetology and health occupations.

The Sarasota County Student Center operates the "Kwik Kopy", a reproduction shop managed and staffed by handicapped students. These students perform reproduction jobs not only for the school but also for the community. Students at the Sarasota Center are trained for other jobs such as grocery bagging.

Pinellas County provides a wide scope of vocational opportunities for the handicapped student. For example, the student may be assisted by counselors in determining the best possible vocational training placement.

The Okaloosa County Vocational Technical Center offers work evaluation, work adjustment training and vocational training. These are available to both non-handicapped and handicapped students on an open-entry-open-exit policy.

Florida State University offers a pre-vocational industrial arts program to all the handicapped students in two schools in Tallahassee. The program is based on career exploration and students are exposed to a variety of occupations and career choices.

These programs are just a sampling of the variety of options available. Further review should give a more comprehensive view of vocational training opportunities for handicapped students.

CHAPTER 3

The Vocational Adjustment of Handicapped Individuals

For over 20 years, researchers have been investigating the adult vocational adjustment of handicapped individuals. The bulk of this research has been conducted with the mildly mentally retarded population. A systematic review of the adjustment literature has not identified many variables for analysis, prediction, or comparison of the many studies. Terminology, adjustment criteria, reporting and interviewing procedures, population type, geographic location, and type of job training are a few of the variables which limit the generalizability of the adjustment studies. Some researchers reported that the adjustment status of a certain population was good while others would indicate the opposite situation.

Today's labor market has changed significantly over the past few decades. Women make up a larger percent of the labor force; 49.4% in 1978 compared to approximately 25% in 1947. Minority groups are actively seeking and being sought by employers. The rural areas' labor situation has shifted dramatically. As well as being influenced by the above statistics, the rural areas have changed from the small family farm to an agriculture industry. Farm employment accounted for 12 million jobs in 1930 to some 4 million in 1977. An examination of programs reviewed here should yield an overview of some handicapping conditions and the programs used to aid in the vocational adjustment of handicapped persons.

Educable Mentally Retarded

Kokaska (1968) reviewed follow-up studies reporting the occupational status of educable mentally retarded students. The nine studies reported were conducted during a 16-year period, from 1948 to 1964. Included in the review were the studies reported by Bobroff (1953), Carriker (1957), Cassidy and Phelps (1955), Dinger (1961), and Peterson (1959). There was wide variability among all of the studies on all of the comparison measures. No discernable pattern of employment trends could be described from an analysis of geographical location or date of study. The wide variability in percentage of individuals employed at each occupational level must be attributed to such methodological problems as subject selection, interview and reporting problems, and verification of individuals' reported status. The inconsistent method of collection of the data render the comparison of these studies unreliable for examining the adult adjustment question. The only generalization which can be made is that retarded people who are employed usually have obtained employment in unskilled or semi-skilled occupations.

In addition, studies performed by McFall (1966), Kidd, Cross, and Higgenbotham (1967), Saenger (1967), Strickland (1967), Tobias (1970), and Chaffin, Davidson, Regan and Spellman (1971) did not agree on the vocational adjustment status of employed mentally retarded individuals. As in the previous group of studies these studies contained methodological problems to which the adjustment variability among the investigations could be attributed. The major methodological problem was the inconsistent use of definitions. Kokaska (1968) recommended the use of government survey techniques and definitions to establish a pool of studies which can be compared with other surveys and accepted definitions.

A recent investigation performed by Brolin, Durand, Kromer, and Muller (1975) attempted to solve some of the previously discussed methodological problems by using several specifically defined categories of vocational adjustment. The following adjustment groups were used: a) what percentage of time they had been employed since high school, b) number of hours worked per week when employed, c) salary, and d) job satisfaction. Eighty subjects were randomly selected for this study and all had attended a special class program in high school and were between 19 and 21 years of age. The subjects were also compared according to whether or not they had received a six-months work study program while in school.

At the time the data were collected for this study, 44% of the total group were unemployed with only 21% reporting average or better vocational adjustment. Of this latter group a greater percentage of the students from the work study group were found to be better adjusted than those from solely an academic program. There was also a greater percentage of unemployed students in the academic group. The investigators further analyzed the data to determine if one or more variables were significant predictors of vocational adjustment. The results of this analysis did not find any of the following variables to be significant: age, verbal IQ, performance IQ, full scale IQ, marital status, living arrangements, months out of school, high school graduation, years in regular classes, years in special classes, or type of program (work-study or academics). The only significant variable was sex, as the females in the study reported higher levels of vocational adjustment.

In addition to the previously discussed findings, Brolin and his associates (1975) reported that over half of the subjects had been employed less that 50% of the time since high school. The major reasons given by

the students for this lack of employment were a) lack of experience, b) lack of appropriate skills, c) lack of job openings, d) did not know where to look for a job. Of those students finding work, the primary reasons given for leaving their jobs were: a) laid-off, b) better job, c) returned to school for more training, d) low pay and/or poor working conditions (most students were making minimum wage), d) did not like the job. Those students who obtained jobs were usually employed in unskilled or service occupations.

Redding (1979) approached the adult adjustment question from a different angle. He compared the vocational adjustment patterns of retarded and non-retarded low functioning students. The non-retarded group of subjects had attended a Cooperative Work Training Program while the retarded individuals had received prevocational training in high school. The results of the study indicated that the non-retarded students held better jobs requiring higher level skills, paid more for housing, were more independent of their parents, earned more money, had more fulltime jobs, had a lower unemployment rate and left jobs by their own choice more often. It was also reported that at the time of the study 70% of the retarded individuals were employed, the same number of retarded as non-retarded students were married, and the average weekly gross salary of the employed retarded students was $110.74.

The literature reported in Redding's investigation was brief and did not discuss the type of jobs either group were trained to perform and whether or not the students were performing the jobs in which they received training. The sample size for each group consisted of 20 subjects and the students had been out of school for three to five years. Though the

employability statistics for the retarded individuals were high, the small sample size and the short time lapse since graduation weakened the predictability of this study. The comparison of the retarded and non-retarded groups made by Redding do not clearly show the strength of vocational training for retarded individuals because the groups were not equal. The non-retarded individuals received more specific vocational training while the retarded students only received prevocational training. Therefore, the lower adjustment status of the retarded group may not be due to the fact that they were retarded but rather to the fact that their vocational training was inferior to that of the non-retarded group. This point suggests further study as to the types of jobs educable mentally retarded students are trained to perform, the availability of such jobs, and most importantly, the adjustment potential of these jobs. If retarded students are not trained to perform jobs that would enable them to be financially independent, then poor levels of vocational adjustment would be expected.

Brolin, Durand, Dromer, and Muller (1975) pointed out that even though many secondary schools have provided educable mentally retarded students with the opportunity to participate in work study programs, the vocational adjustment of these students was even less satisfactory than previously believed. Martin (1972) estimated that only 21% of all handicapped individuals who will have left school by 1976 would be fully employed. Due to the emphasis on vocational training programs in the schools these estimates would seem to be too pessimistic. Yet, even though students are being trained for jobs, the jobs for which they are being trained are decreasing in number.

As reported in the review of early adjustment studies, most educable mentally retarded individuals obtain unskilled or semi-skilled employment. These are also the types of jobs that retarded students are usually trained to perform in most vocational training programs. Baroff (1974) reported that in 1900 at least 60% of the available jobs were of an unskilled type but that today only 25% of the available jobs are at this level. In addition, the nature of the unskilled jobs has changed. Baroff also reported that most of the unskilled jobs in the present labor market are in the service area such as hotel/motel, restaurant, orderlies, house cleaners, and maintenance. Therefore, the current employability opportunities for educable mentally retarded persons would appear to be decreasing for three reasons. First, more individuals are being trained to seek employment. Secondly, many of these individuals are trained to obtain jobs in the service area because it offers rapid entry with little training. And thirdly, the number of jobs in the service area has been declining through the years such that only one-fifth to one-fourth of the present available jobs are in the service area.

Perhaps the next step towards investigating the vocational adult adjustment status of educable mentally retarded persons would be to find a group of retarded individuals who were provided with higher level skill training such as office worker, telephone operator, construction worker, etc., and examine their vocational adjustment. Of particular interest would be the percentage of time these individuals had been employed fulltime, their job satisfaction and salary. Kokaska (1968) has suggested that mentally retarded individuals may be able to perform a variety of higher level jobs but that they are usually only provided training for jobs where the financial

benefits are no better than welfare. Though this thought was discussed 10 years ago, it appears to still be true today.

Cerebral Palsied

Recent studies of the vocational adjustment status of cerebral palsied individuals have revealed a wide range of adjustment levels. This population differs in several ways from other populations of handicapped individuals by the fact that the cerebral palsied person may have above average intelligence yet be severely involved physically or vice versa with other cerebral palsied individuals mainfesting varying degrees of both physical and intellectual impairment.

Floor and Rosen (1976) attempted to determine what effects vocational training would have on three different groups of cerebral palsied clients and whether or not variables could be isolated and used as employability predictors. Though this study was experimental in nature, the pre-experimental demographic data are particularly relevant to this review. Initially 140 cerebral palsied individuals from one metropolitan area agreed to participate in the study. These individuals manifested a wide range of intellectual and physical abilities and disabilities. The majority of these individuals were spastic and one-third of these clients exhibited a speech impairment. The IQ range of this group was from severely retarded to bright normal with an average IQ of 77. Tenth grade was the average educational level attained. Of this population 70% were totally dependent on parents and/or public agencies for financial assistance. Fifty percent of these individuals were employed in some capacity but the average annual income earned in a workshop setting was only $400.00 and the annual

competitive employment average was only $2,500.00 Additionally, it was reported that the majority of these people lead sheltered lives and had few friends or social contacts. Thus, the population described appears to represent a group of very diverse individuals with the one common characteristic.

Another finding reported in the Floor and Rosen study is that vocational training was differentially beneficial depending upon the client's intellectual abilities and scholastic achievement. The more competent individuals were dissatisfied with workshop or other low level employment. Olshansky and Beard (1975) have reported similar findings in their follow-up study of physically disabled persons.

The implication of the Floor and Rosen study is that the cerebral palsied population presents a unique dilemna with respect to the provision of rehabilitative services. Due to the wide variety of abilities and disabilities presented by this group of individuals, a spectrum of rehabilitative services and vocational training must be provided to insure adequate vocational adjustment.

O'Reilly (1975) reported the results of a follow-up study of 658 cerebral palsied adults born before or during 1952. About one-third of these individuals were employed either in a sheltered workshop or in a competetive occupation which is the same percentage reported by Floor and Rosen. Thirty-nine percent of the subjects in the O'Reilly study were sitting at home dependent on others for assistance and 28% of the subjects had died or were in institutions.

The majority of the individuals employed in the O'Reilly study were the less handicapped spastic patients who had attained the highest academic levels. This fact is significant considering that 75% of all the clients in the cerebral palsy category had not finished high school. These findings suggest that the adult adjustment status of cerebral palsied patients in the spastic category is much more promising than those patients with other forms of cerebral palsy.

O'Reilly reviewed the employability status of cerebral palsied individuals in the late 1950s and 1960s and the percentages of employed persons fall between 20 and 30%. Thus, there has not been much change in the employability status of the cerebral palsied adult in the past 20 years. In addition, the individuals manifesting spasticity were the most likely to be employed. This suggests that more vocational opportunities need to be developed for those cerebral palsied individuals manifesting other characteristics of the disorder besides spasticity.

Physically Handicapped

Rosenberg (1978) reported the results of a follow-up study of the vocational adult adjustment of 79 graduates of a public high school for orthopedically handicapped students. Rosenberg acknowledged that this population was a hihgly motivated group of individuals and that their achievement level was perhaps greater than that of most orthopedically handicapped persons. The subjects were divided into two groups depending on the severity of their handicaps. The two groups included mild-moderate and serious/severe. Only 14 students were placed in the latter group and ten of these were employed. Of these students, all but one had received some type of post-secondary education, yet only three had actually obtained full time

jobs and none of these students were earning more than 50% of their required income.

Overall, the students who had received vocational training versus college education or no post-secondary education were employed to a higher degree. This is in comparison to those who had a college education or no post secondary education. In addition, 61% of the vocationally trained students were financially self-sufficient while only 40% of the college educated students had achieved this financial standing. It was further noted that more women were employed than men (68% versus 57%) but the majority of these women (70%) were employed by large firms or government offices portected by equal employment laws as compared to 37% of the males. Rosenberg concluded that more research needs to be conducted with the physically handicapped population to verify these results.

Learning Disabled

Black (1976) reported that learning disabled students perform poorly in sheltered workshop settings because of their higher intellectual levels. She indicated that learning disabled adolescents are not provided with appropriate vocational training and thus become bored or frustrated which in either case results in a poor employment record. Black also reported the case history of a learning disabled student who had graduated from high school and was attending her first year of college. Her reversal problems impeded her academic progress at this point and kept her from attaining her career goal. This student ismore than likely destined to obtain employment much below that of which she is capable due to the inadequacy of her training program to suit her need.

No systematic follow-up studies of the adult adjustment status of learning disabled individuals could be located, but it can be assumed from case reports such as the one discussed that these persons are not achieving at levels to which they are capable and are thus most likely underemployed or unemployed.

Deaf

Like many other handicapped individuals, the adult adjustment of deaf persons leaves much to be desired. Lerman and Guilofoyle (1970) reported that regardless of age, deaf subjects are usually found in jobs at lower socioeconomic levels (semi-skilled or unskilled jobs) such as maintenance workers or routine equipment operators. This phenomenon seems more unrealistic for deaf persons than for other handicapped individuals as many of the former group are of normal intelligence and exhibit normal motor skills. McHugh (1975) attributes this situation to two related factors: (a) the vocational immaturity of deaf individuals, and (b) the inadequacy of vocational training.

Lerman (1965), and others have commented about the irresponsibility and undependability of some deaf employees. These are primary reasons why deaf individuals are fired from their jobs. McHugh (1975) explained that this vocational immaturity may be due to the fact that deaf individuals miss out on the normal verbal discussions or comments made about the world of work. Children, early in life, hear parental conversations about jobs and work obligations. As part of growing up, normal children develop some awareness of good and bad work habits as well as knowledge of particular jobs. Most deaf individuals are not able to obtain this information as they attend schools for the deaf or their parents do not communicate this information to them.

This vocational immaturity is characteristic of even high functioning deaf persons. McHugh (1975) reported that Gallaudet College students will often leave jobs without notice or take time off without notice. Often deaf workers will eat lunch when they are hungry instead of waiting for the appropriate time, or park in another person's paid parking space just because it was empty.

McHugh (1975) suggested that formal vocational training for deaf students should begin as early as possible and that deaf persons should be given the opportunity to train for higher level jobs and thus achieve a higher level of adult adjustment. In 1959, Lunde and Bigman reported that a disproportionate number of deaf individuals was found among the low status and low paying manual jobs. According to McHugh, this situation has not changed since 1959.

A disturbing fact is that this situation apparently hasn't changed in almost 100 years. In 1886, deaf individuals who had graduated from the American School for the Deaf were reported to make comparable wages to those of hearing individuals holding the same job (Moores, 1978). But the majority of the deaf individuals were employed in jobs requiring only manual labor. In 1904, Robinson, Park, and Axling reported similar findings. Fusfeld (1926) found that the majority of deaf individuals were employed in the unskilled or semi-skilled jobs for which they were trained to perform such jobs as printing, carpentry, shoe repair, and dressmaking. Though deaf individuals were underemployed and held lower paying jobs as compared to hearing persons in the early part of the 20th century, a large number of deaf individuals held jobs and were paid equivalent wages to hearing individuals for the same work. As discussed previously, recent

studies have reported that the deaf are still employed in low level, low paying jobs and are found more often than hearing persons at the lower end of the socioeconomic range. A large percentage of deaf individuals are also found in the ranks of the unemployed.

The reason for the relatively poor adjustment of the deaf population is probably the same as that for the educable mentally retarded, i.e., the jobs deaf individuals are trained to perform are decreasing in number. Deaf individuals should be able to perform higher level jobs and this should be the major emphasis of the secondary school training program.

The earlier adjustment studies reported that supervisors and employers of deaf individuals were generally quite satisfied with their deaf employees. These reports contradict the more recent studies reviewed by McHugh (1975). An explanation for this could be that there were a large number of adventituously deaf individuals in the early studies who may have developed an understanding of social pragmatism before the onset of deafness. This seems to be an area of confusion with regard to the employment status of the deaf. There appears to be no doubt that for the past 100 years, deaf individuals have been unemployed altogether or underemployed in low level, low paying jobs, thus achieving an unsatisfactory level of vocational adjustment.

Severely Mentally Retarded and Trainable Mentally Retarded

Severely mentally retarded and trainable mentally retarded individuals have perhaps the lowest level of vocational adjustment of all the individuals with handicapping conditions. Yet the current status of these individuals seems to be far better now than it was 15 years ago. In the

past, severely mentally retarded and trainable mentally retarded persons were found in institutions or at home doing little. The current trend is to provide these individuals with low level vocational training such as workshop employment. These individuals have been trained to perform a variety of tasks from bicycle and chain saw assembly to sorting nails (Gold, 1975). Though these persons may rarely achieve financial or social independence, it is of significant importance that they are now recognized as having enough skills and ability to perform some vocationally useful jobs in a sheltered environment.

Summary of the Vocational Adjustment Status of Handicapped Individuals

One general statement can be made to summarize the adult vocational adjustment of individuals exhibiting deafness, learning disabilities, physical handicaps, or intellectual handicaps. These individuals are reported to be underemployed in low level, low paying occupations. Usually these individuals have been trained to perform jobs in the unskilled category. These jobs are reported to be decreasing in number while an increasing number of individuals are being trained to seek these jobs. The adjustment status of handicapped individuals can not possibly be considered satisfactory if the reported facts are true. The jobs for which handicapped individuals are usually trained to perform are not jobs which will permit them to be independent and self-sufficient which are primary measures of vocational adjustment. Therefore, investigations directed at adjustment should be postponed until higher level training is afforded handicapped persons. Vocational training programs should focus attention on preparing individuals for jobs which will permit a higher degree of financial independence for handicapped individuals.

CHAPTER 4

Handicapped Adult Employment in a Rural Community
A Pilot Study

The Problem

The purpose of this investigation was to explore, to a limited degree, the vocational adjustment of handicapped adults residing in a rural setting. Generally, the study was intended to determine: (a) the availability of jobs for handicapped adults in the community, (b) employers' opinions of handicapped adults as employees, and (c) the employment status of a number of handicapped adults in the community. The study also sought to draw a relationship between the vocational adjustment of the handicapped adults and their educational histories.

Rationale

As indicated in the previous review of the literature, various follow-up studies of adult handicapped individuals have witnessed limited success in terms of employment or vocational adjustment. When employment is found, the jobs are generally of a low-level, unskilled nature. Many of the jobs are of a service nature.

Many of the studies reviewed assessed the vocational adjustment of individuals residing in urban areas. To date, little attention has been specifically focused on the handicapped adult residing in rural areas. It may be speculated that residence in a rural area may work either in favor or against the handicapped adult. It may work in the individual's

favor if there is a preponderance of unskilled employment opportunities available, e.g., agricultural work. It may disfavor the individual if various factors such as biased attitudes or low turnover rates inhibit employment. Thus the present pilot study was conducted to determine the employment prognosis of adult handicapped individuals residing in a rural community.

Limitations

The present investigation was a pilot study. As such, any results and conclusions are strictly limited. Only future efforts employing stricter procedures, primarily in terms of population sampling and data collection, can better insure the validity and generalizability of the results.

The specific problems incurred in the present study (notwithstanding the pilot nature of the investigation) must be acknowledged. First, it was not possible to use a random selection of the employers in the selected rural community. Since the publication of the last community phone directory, several sources of employment no longer existed while others came into existence. Therfore, with the assistance of the local Chamber of Commerce, two primary business locations were selected (the downtown business area and the interstate highway exchanges) and most employers in these areas were questioned.

Second, it was suspected that many of the employers interviewed did not recognize the adult previously classified as being educable mentally retarded while in school as being a handicapped individual. No effort was made to explain to the employers the characteristics of individuals classified as such. Therefore, although some employers may have employed

mildly retarded individuals, they may have done so without considering them to be handicapped. Thus they may have indicated that they had never hired a handicapped individual.

In regard to the handicapped adults studied, there were additional limitations. First, only those individuals who had been enrolled in public school programs and had left the school system within the last three years were sought out for participation. It was not possible to include other individuals who had either never been enrolled in the public schools or had left school earlier than in the past three years.

Second, of the 26 names provided by the public schools as having been enrolled as handicapped students and having terminated (graduated or dropped out) their public school programs within the last three years, follow-up data for only 16 (62%) of the students were gathered. This limitations was due to the inability of the investigators to find the remaining students or their families at home.

Of the 16 former handicapped students found, only eight were interviewed directly. The others could not be contacted because of various reasons. In these situations, a member of the family was interviewed. Often the person being interviewed did not know the location of the subject or when he/she might be found to answer the questions personally.

A final limitation regarded the possible misinterpretations and misunderstandings which may have occurred during the interviews. Any verbal report is likely to differ somewhat from actual current or past situations. In the present study, this problem may have been multipled due to the specific cultural language differences. For example, "fulltime"

employment was often considered by the subjects to be employment during the harvesting season or employment when the services were needed.

Procedures

The study consisted of two components: (a) interviewing community employers, and (b) interviewing individuals formerly enrolled in the public school system and classified as handicapped students. The study, including both components, took place in a rural county in North Florida. A rural county was one defined as having its county seat over 50 miles from a Standard Metropolitan Statistical Area. Florida has 14 such counties. School personnel from the county selected for the study indicated a willingness to participate and therefore the surveys were conducted in this county. Additionally, it was felt that the selected county was representative of other rural counties in that it lacked extensive industry and the economy was largely based on agriculture.

Component 1: Employer interviews. Forty-five employers operating businesses in the community were interviewed. These individuals were located primarily in two areas: in the downtown business area of the county seat and near three Interstate Highway exchanges. A few other community businesses not in these areas were also included in the sample because it appeared that such businesses might be prone to hire unskilled laborers, i.e., food stores and plant nurseries. The local Chamber of Commerce assisted in suggesting heavy employment areas. All employers contacted for the interview participated willingly.

Each employer was asked 13 questions contained on the Employer Questionnaire #1 (see Appendix C). This questionnaire was designed by the project staff as a pilot instrument. Ten of the questions (1-9 & 13) were of a general nature regarding the number of people employed, the types of jobs for which they were employed and the training, skills and characteristics which were desired by the employer in the people employed. The remaining three questions (10, 11 & 12) regarded practices and views about hiring handicapped people.

If, in responding to question 10 on the first questionnaire, an employer responded that he or she had ever hired a handicapped person, the interviewer proceeded to ask the questions on Employer Questionnaire #2 (see Appendix D). The six questions on this instrument regarded the type of handicapped person(s) hired, their quality as an employee and whether the employer would hire an additional handicapped person in the future.

Component 2: Handicapped adult interviews. Twenty-six individuals were identified by the public school as having been classified as handicapped and having left school (either dropping out or graduating) within the last three years. The school system was able to provide the last known address of each individual. A great deal of difficulty was encountered in attempting to locate the present homes of the individuals. However, after extensive discussions with school officials, postal workers and various citizens, it was possible to locate the homes of all of the identified individuals.

Several trips were made to each individual's home. Ultimately, 8 of the 26 individuals (31%) were interviewed directly and information on another 9 of the 26 was provided by a member of their family. Totally, a follow-up vocational adjustment data was generated for 62% of the adults identified by the school system. After several trips to the homes of the

remaining 10 individuals, during which no one was found to be home, the attempts were discontinued due to the time restraints of the project.

Follow-up data for 8 of the 16 individuals was provided not directly by the individual but by a relative of the individual. This procedure was used because several trips to the person's home were made without finding the person. Often family members said they did not know where the person could be found nor when he/she might be home. Therefore, on such occasions, the decision was made to seek the necessary information from an available family member. It was realized that such a tactic would limit the validity of the findings but this was preferred to having no data on these individuals.

A Handicapped Adult Questionnaire was devised for the study by the project staff to gain vocational adjustment information on the individuals (see Appendix E). The questionnaire contained 10 questions about the individual's current employment, employment since leaving school and the educational program while in school.

Results

Component 1: Employer interview results. The 45 employers interviewed hired approximately 1,675 persons. However, this cannot be interpreted in terms of an average because three of the employers hired a disproportionate number of individuals. The largest company, an industrial chemical company hired approximately 1,250 persons, another industrial plant hired approximately 200 persons and a national motel chain employed 65 persons. Excluding these three employers, the average number of employees per employer was four. Seventy-three percent (n=33) employed five or less

individuals. Forty-four percent (n=20) of the businesses were primarily family businesses with nine being operated solely by family members and 11 employing only two additional employees. Ninety-eight percent of all employees were fulltime.

The majority of employees (74%) were in unskilled or semiskilled positions and the remaining were in skilled positions. Some of the unskilled positions included clerks, salesmen, laborers, maids, maintenance workers, cooks, gas station attendants, waitresses, cashiers, construction helpers, delivery boys, bag boys, and laundry workers. The greatest number of jobs were in the clerk category. The skilled positions included meat cutters, seamstresses, typists, nurses, pharmacists, bookkeepers, mechanics, secretaries, technicians, draftsmen, roofers, beauticians, and bankers.

Training for skilled and unskilled workers was commensurate with the degree of knowledge or skills required for the job. Skilled employees were generally trained in post-secondary schools, e.g., colleges, universities, or vocational-technical centers. Some, however, were sufficiently prepared for their positions while in the secondary school, e.g., typists, secretaries, bookkeepers. All skilled workers held at least a high school diploma.

Employers of unskilled workers stated that generally there were no specific training or experience requirements for these positions. They also stated that a high school diploma was not required for these jobs.

In addition to the number and types of jobs found in the community, there was also an interest in the availability of new jobs each year. This would have a bearing on the opportunity for a handicapped (or non-handicapped) person to become employed. Therefore, employers were asked approximately how many new people were hired each year to fill skilled or

unskilled positions. Only the two largest employers reported any substantial number of skilled individuals being hired per year. The largest industrial plant said they would hire approximately 14 new people per year while the second largest said they would hire approximately two new skilled staff workers per year. Other employers said they would not anticipate hiring new skilled workers except to replace workers who retired or died.

Perhaps of greater significance to the handicapped population, is the availability of new jobs in the unskilled labor market. Unfortunately, the availability of jobs at this level was not much better. Many employers said that they could not remember the last time a new unskilled person had been hired. Only nine of the 45 employers interviewed (20%) reported having any turnover in unskilled employees. Together the three largest employers hired between 35 and 40 unskilled workers per year. Hiring by other employers was limited and scattered: a grocery store, a restaurant, and a construction company each said they hired two new unskilled employees per year; another grocery store hired four bag boys per year; another restaurant and another motel each said they hired about one new person per year. Thus, of the 45 employers interviewed, it seems safe to conclude that approximately 50 unskilled positions become available each year. Of course it would be erroneous to conclude that employment would increase by 3% (50/1675) each year. Certainly a large percentage of these jobs are taken by individuals vacating other jobs. However, it may be concluded that there are some number of new, unskilled working positions available each year with the majority of these being in the larger companies.

The last section of the Employer Questionnaire #1 questioned employers about their practices of hiring handicapped persons. Only four

of the 45 employers (9%) said that they had ever hired a handicapped individual. Included in this group was one employer who had hired his own cerebral palsied son to work in his restaurant. Excluding this person, only three of the 45 employers (7%) had ever hired a handicapped person. One of these employers reported hiring three severely retarded persons; another had hired a person with a "minor" physical disability involving the left arm; and the third had hired a deaf individual.

It must be kept in mind that a number of employers may have hired individuals previously classified by the public schools as being mildly handicapped and did not consider these people to be handicapped insofar as hiring them for a job. Within the context of this study, it was not possible to determine such practices. However, according to their own reports, 91% of the employers had never hired a handicapped person. The jobs held by the handicapped individuals mentioned above and their performance on those jobs will be described in a later section.

Although it is said that "actions speak louder than words," the 41 employers who had never hired a handicapped person were asked if they "would...ever hire a handicapped person" and whether or not a handicapped person should receive the same pay for the same quality of work as a non-handicapped person. Ten of the 41 employers (24%) said they would <u>not</u> hire a handicapped person. The same ten also said that the handicapped should not receive the same wages as a nonhandicapped person. It should be noted that only one of these ten employers reported hiring any new employees during the year. Still, the conclusions may be drawn that approximately 22% (10/45) of the employer population in this rural setting held unfavorable

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biases toward hiring handicapped person while a full 91% had not actually ever hired (to their knowledge) a handicapped person.

Finally, all employers were asked what qualities constituted a good employee. Some of the more common responses included promptness, dependability, dedication, getting along with others, hard working, courteous, neat, willing to work, honesty, and common sense.

Excluding the parent who had hired his cerebral palsied son to work in the restaurant, only three of the 45 employers (7%) reported hiring handicapped persons. A second set of questions, Employer Questionnaire #2, was asked of these three employers. These questions regarded the type of handicapping condition, the job, the pay, the rating on the job and whether or not the employer would hire another handicapped person.

The three employers employed five handicapped persons: a woman with a mild physical disability (Employee #1) was employed as a waitress in a restaurant; a deaf woman (Employee #2) was employed as a dishwasher in a motel; and three severely retarded males (Employees #3, 4 & 5) were employed part-time by a nursery and garden center as part of their vocational training program. The following are summaries of these five employees:

Employee #1. Employee #1 was a white female with a mild physical limitation of the left arm. She was employed fulltime as a waitress and earned the minimum wage plus tips. Her employer rated her as an excellent employee and reported that he would hire another qualified handicapped individual.

Employee #2. Employee #2 was a deaf white female who was employed fulltime as a dishwasher in a motel-restaurant chain. This individual earned the minimum wage and was reported to perform her job satisfactorily. This employer also stated that she would hire another qualified handicapped person.

Employee #3. Employee #3 was a black male, severely retarded individual who was working parttime at a nursery and garden center as part of his vocational training program at his high school. This individual was paid $1.50/hour and was reported to be an unsatisfactory employee. He needed constant supervision and had a very short attention span. He usually performed tasks such as weeding and cleaning up, but had to be constantly reminded to stay on task.

Employee #4. Employee #4 was also a black male, severely retarded individual who was working parttime at the nursery and garden center as part of his vocational training program. This individual was paid $1.50/hour for performing such tasks as weeding and cleaning up. He was reported to be an above average employee who was enthusiastic, motivated, and also able to work well with others. The employer wanted to keep this individual and raise his salary but he secured employment closer to home.

Employee #5. Employee #5 was a white male, severely retarded individual who was also employed parttime at the nursery and garden center. He began working for $1.50/hour as a student but has been given a raise to $2.00/hour after leaving school. This individual performed tasks such as weeding flower beds or cleaning up the grounds. He was reported to be a below average employee in his ability to follow directions and adapt to new work assignments. He was able to take constructive criticism but performed unsatisfactorily in his ability to work with others. In addition, this employee was on constant medication for distractibility, short attention span, and hyperactivity.

In summary, the results of the employer questionnaire for the employers who had hired handicapped individuals indicated that three of these employees (the deaf woman, the physically limited woman, and

one of the severely retarded men) were reported to be satisfactory employees. Two of the severely retarded men were reported to be below average or unsatisfactory employees. The two women earned the minimum wage which was the same salary a nonhandicapped person would have received for performing the same job. Two of the men were working as part of a school vocational training program. All five employees were employed in unskilled positions. Thus, of the approximately 1,675 persons hired by the 45 employers interviewed, only five (.2%) were handicapped and only two of these five were working fulltime.

Component 2: Handicapped adult interview. The second component of the study investigated the vocational status of a limited sample of handicapped adults. Data were gathered on 16 individuals who had been classified as handicapped by the public school system. Table 2 provides a summary for each student, including the category of handicap, the source of the report (the handicapped adult or a relative), the highest grade level completed, type of vocational preparation while in high school, present employment status, other jobs held, where living, and marital status. In addition to Table 2, Appendix F provides a narrative description of each individual's status at the time of the study. The data were generated using the Handicapped Adult Questionnaire previously described (see Appendix E).

As can be seen in Table 2, 11 of the individuals were male and 5 were female. The majority, 14, had been classified as educable mentally retarded. Additionally, one was physically handicapped and one was profoundly mentally retarded. All of the 16 students interviewed had been out of school for three years or less. At the time of the interview 10

TABLE 2

Summary of Vocational Adjustment of Handicapped Adults Living in a Rural Community

Subject	Classification & Sex	Source of Report	Highest Grade completed	Vocational Preparation in H.S.	Additional Vocational Preparation	Current Employment Status	Previous Employment Status	Marital Status	Current Living Arrangement	Additional Comments
1) J.T.	EMR/ male	J.T.	9	"learned about lawn mowers	none	unemployed	part-time job picking up trash[2]	single	with mother	Major problem is no transportation
2) D.C.	EMR/ male	mother	10	brick masonry	none	unemployed	part-time job picking up trash[2]	single	with parents	would like to work as a janitor; needs transportation
3) J.D.	PMR/ female	mother (telephone)	remained in school 'til 21 yrs. old	none	none	unemployed	no previous experience	single	with mother	no sheltered work workshop available
4) W.W.	EMR/ female	W.W.	12	gardening & child care	none	unemployed	part-time in day care for the profoundly M.R.[2]	single	with parents	would like to work with children

TABLE 2 (CONTINUED)

5)	L.C.	EMR/ male	sister	9	"training in lawn mower maintenance"	none	works in tobacco fields	no previous employment	single	with parents	
6)	J.M.	physically handicapped male	aunt	two yrs. of special school	none	none	unemployed	no previous employment	single	with parents	no sheltered workshop available
7)	B.R.	EMR/ female	B.R.	12	gardening & child care	none	baby-sitting for aunt's children	part-time in day care for profoundly M.R.	married no children	with husband in own home	would like to get a job but afraid to apply
8)	S.W.	EMR/ female	sister	10	?	?	works in tobacco fields	maid	single two children	with mother	
9)	L.B.	EMR/ male	mother	12	gardening & lawn mower repair	none	unemployed	yard maintenance, tobacco fields	single	with parents	is looking for another job. but doesn't have transportation

TABLE 2 (CONTINUED)

10)	J.L.D.	EMR/ female	J.L.D.	9	typing & home edonomics	none	unem-ployed	occa-sional baby-sitting	single	with parents	doesn't know how to apply for a job
11)	S.B.	EMR/ male	S.B.	11	building trades program	none	unem-ployed	part-time bagboy	single	with parents	"got tired of being a bagboy"
12)	B.P.	EMR/ male	mother	9	?	none	works at farm col-lecting eggs	no pre-vious employ-ment	single	with mother	worked at the farm three years
13)	R.D.	EMR/ male	R.D.	9	lawn care & lawn mower repair	none	unem-ployed	worked as a dish-washer	single	with parents	fired after five weeks as a dish-washer
14)	N.W.	EMR/ male	N.W.	12	brick masonry	none	full-time stock clerk/ bagboy	no pre-vious employ-ment	single	with parents	had his own car

51

52

TABLE 2 (CONTINUED)

15)	E.A.	EMR/ male	sister	9	lawn care & lawn mower repair	none	unem- ployed	no pre- vious ex- perience	single	with mother	doesn't have to work, gets a welfare check
16)	E.J.	EMR/ male	E.J.	12	lawn care & lawn mower repair	none	works in tobacco fields[1]	no pre- vious ex- perience	single	with mother	couldn't find a full time job

[1]Seasonal employment.

[2]Parttime employment as part of vocational training program while in school.

individuals (62%) were unemployed; three were employed on a tobacco farm, one had a fulltime babysitting job, one student worked fulltime on an egg farm, and one student worked fulltime as a bag boy. The tobacco employees did not work all year round and at the time of the interview, one student was only working two days a week. Several students reported that they had held jobs for a short time. Many of these were part of the high school vocational preparation program. Three of the individuals had never held jobs.

All of the students had been enrolled in vocational education classes of some sort. Lawn care, lawn mower maintenance, and gardening were the most frequently taken courses. Some students also took brick masonry, child care, building trades, typing, or home economics courses. Only one student had ever performed a job for which he had received vocational training (lawn care).

Two of the students interviewed were severely handicapped and had attended a special school. The vocational training they received was at a much lower level; one learned how to prepare five simple recipes and the other sorted nails.

All but one of the students was living with their parents. She was married and lived with her husband. One student had two children but had never been married. Only one student had a car of his own.

In conclusion , the general status of vocational adjustment of handicapped individuals in this selected rural community appeared to be quite unsatisfactory. None of the students were self-supporting and all of those employed were working in low-level unskilled positions. The results of this study are similar to those found elsewhere, i.e., a generally poor degree of vocational adjustment.

CHAPTER 5

Summary

Phase one of this research project was undertaken in order to begin a data gathering process regarding the current status of vocational training for and adjustment by handicapped persons in Florida's rural areas. By utilizing an advisory board, field-based research, library searches and personal contacts preliminary data suggest the following:

1. A variety of vocational training options are available to handicapped persons in the Nation and State.

2. Programs in Florida, for the vocational training of handicapped persons are quite similar to those offered nationally.

3. Our nation's labor market has changed significantly over the past few decades. Many major changes have appeared in rural areas.

4. Handicapped individuals are generally underemployed in low level, low paying occupations.

5. Vocational Training of handicapped individuals is often inappropriate and does not adequately prepare them to be independent.

6. The employers in the rural area pilot study often had negative biases toward handicapped persons.

7. The majority of employees in the rural area pilot study were unskilled or semiskilled.

8. Very few new jobs at the unskilled level were available in the rural area pilot study.

9. None of the handicapped persons interviewed in the rural area pilot study were self supporting and all of those employed were in low-level unskilled positions.

Need for Future Study

The above findings are based on limited data obtained during phase one of this study. The major objectives of the study's second phase are:

1. Determine the present status of vocational preparation programs for handicapped students in Florida's rural areas.

2. Determine the occupational/vocational adjustment status of handicapped adults in Florida's rural areas.

3. Determine the knowledge and skill levels of vocational and special education teachers as related to handicapped students in Florida's rural areas.

Procedures for achieving these objectives will be those developed during phase one. On-site visits, survey instruments, project reports, and an advisory board will be utilized in this continuing research venture.

It is expected that once phase two is completed, exemplary and innovative programs may be identified and/or established. Data would then be collected and analyzed so that "best practices" for meeting the vocational needs of handicapped persons in Florida's rural areas may be publicized, encouraged and adopted throughout the State.

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APPENDIX A

PROGRAMS REVIEWED - NATIONAL LEVEL

Program:	Handicapped Employability Learning Program
Location:	Atlantic County, New Jersey
Operated by:	Atlantic County Public Schools
Population:	Severely and multiply handicapped
Reference:	Cooper, B.S. Occupational help for the severely disabled: A public school model. Rehabilitation Literature, 1977, 38, 66-74.

The Handicapped Employability Learning Program (HELP) provides a job placement program for students with severe disabilities including mental retardation, epilepsy, and blindness to cerebral palsy and emotional disturbance. The program model consists of six phases and is termed the "CAPTER" Model (Conferring, Assessing, Placement, Training, Evaluating, and Referring-releasing). Jobs are provided by both public and private sector employers and wage-stripend packages are made available through local, state, and federal fund sources. The students are trained on the job by the HELP staff who work as long as two weeks at the side of each student to help in job adjustment. If a student is unsuccessful at one job, that student is recycled through the CAPTER process until a suitable placement is located. Students participate in this program as an alternative to regular school enrollment.

Program: Human Development Program

Location: West Springfield, Massachusetts

Operated by: West Springfield Public Schools

Population: Educable mentally retarded

Reference: Parker, S. L., Taylor, G. M., Hartman, W. T., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D. C.: Management Analysis Center, 1976.

The Human Development Program is part of the West Springfield Public School System and is located in a local high school. It is a four-year program for educable mentally retarded students who may also have secondary handicaps. The minimum age for acceptance into the program is 15 1/2 years and continues through adulthood. The first two years of training are focused on academic instruction with a vocational emphasis. The third year is spent in a rotating process, including training through the food service industry, the health services laboratory and a clerical/sales laboratory. The fourth year is spent in either on-the-job-training experience with one of the local employers or in a special vocational training school. Upon completion of the four-year program, the students receive a regular high school diploma.

Program:	Iowa Career Education Program for Handicapped Youth
Location:	The Twin Cities, Minnesota
Operated by:	East Metropolitan School District, The Twin Cities, Minnesota
Population:	All handicaps
Reference:	Hayden, G. A. Work Experience Program in Rural Areas. Teaching Exceptional Children, 1978, 10, 128-133.

The Iowa Career Education Program for Handicapped Youth is a program for schools in rural areas. Students are evaluated for admission into the program at the end of the tenth grade and assessed for vocational strengths and weaknesses so that they can be placed in suitable work stations at the high school during their junior year. The students are paid for their work and students may receive periodic raises for good performance. The students perform jobs such as working in the cafeteria, or library, or washing towels, helping the janitor, or working in the bus barn. At the end of the junior year, the students were transported to a Vocational Rehabilitation Work Evaluation Center for three to six weeks of vocational assessment. This evaluation is used to determine what type of community job placement should be obtained for the student during the senior year of high school. The goals of this phase of the program are to help the student learn a job skill that may be used after graduation, help the student learn to work independently on the job and to help the student continue to develop positive personal habits and attitudes.

Program: John F. Kennedy High School Work-Study Program

Location: Cedar Rapids, Iowa

Operated by: Cedar Rapids School District

Population: Educable Mentally Retarded

Reference: Alper, S., DeNeve, R., & Petish, P. M. The John F. Kennedy High School Work-Study Program. Education and Training of the Mentally Retarded, 1977, 12, 27-28.

The John F. Kennedy Work-Study Program provides both academic and work experience training to tenth, eleventh, and twelth grade educable mentally retarded students. Students are enrolled in language arts, math, social studies, and science classes for part of the day in order to obtain a high school diploma. For tenth graders, the rest of the school day is spent in Actual Life Experience program which offers simulated work experiences in crafts, production, nursing, kitchen-restaurant and clerical duties. The simulated lab is located in a downtown building to which the students are transported for a three-week training session. The next three week period is spent at the school in "mini" courses where the student learns such skills as measurement, time, money, crafts, first-aid, and driving laws. The goal of the Actual Life Experience Program is to introduce students to work tasks which would be of value in any job situation. This program also emphasizes dependability, punctuality, cooperation, and other qualities important to employers. The eleventh and twelfth grade years are spent working at jobs in the community.

Program: Kansas State School for the Deaf

Location:

Operated by: Kansas State School for the Deaf

Population: Deaf

Reference: Shuey, H. E. Videotapes in the Classroom. American Annals of the Deaf, 1976, 121, 370-372.

The Kansas State School for the Deaf has developed a media system for teaching basic pre-vocational skills to deaf students, ranging in age from 15 to 20 years. The program was initiated when it was discovered that many deaf students lacked the basic skills necessary to attend to and comprehend commercial vocational materials. Thus, the school developed its own set of videotapes which make use of captions and signing. New vocabulary words are introduced and reinforced and explanations of complex instructions are given in sign. The material is presented to the students in a logical progression of relating events. These video packets are used to teach the students the basic skills necessary to succeed in career education.

Program: Keefe Technical High School Needs Program

Location: Framingham, Massachusetts

Operated by: South Middlesex Regional Voc-Tech School District

Population: TMR, LD, EMR

Reference: Parker, S. L., Taylor, G. M., Hartman, W. T., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976.

Keefe Technical High School Needs Program serves trainable mentally retarded students, educable mentally retarded and learning disabled students. Students may be referred at age 16 by parents, teachers, local school districts, and/or vocational rehabilitation. These referrals and an IQ score are the only diagnostic criteria required for admission into the program. The program consists of four phases which are spread over a two-year period. The first phase exposes the student to training in the areas of hotel/motel services, nursing services, food, food service, and maintenance services. During this time the student is also receiving academic training. At the end of this phase, the student is evaluated for further training. The student may continue in the program if this evaluation shows that potential vocational success has been demonstrated. During Phase Two the student receives further training in the Phase One area in which he/she demonstrated the most competence. Phase Three training consists of placing the student in an unpaid job setting part time with an instructor available for assistance. When a student has spent twelve weeks in one position without any major problems, this concludes Phase Three. Phase Four consists of a follow-up procedure and counseling services.

The concluding section of this chapter compares the National programs to the Florida programs on as many variables as possible, depending upon the depth of the program description.

National Programs

Program: Arizona State School for the Deaf and the Blind

Location:

Operated by: Arizona State School for the Deaf and the Blind

Population: Low achieving High School Students

Reference: Maxwell, M., Cleary, D., Lubbers, E., & Ireland. A. Employment and Basic Skills: A Program for Low-Achieving High School Students. American Annals of the Deaf, 1977, 122, 563-566.

The Arizona State School for the Deaf and the blind initiated a pilot program to train low achieving deaf students in adjustment to employment and basic skills. These students were between the ages of 16 to 19 years and maintained an average third grade reading level. The goal of the program was to give the students the experience and understanding of appropriate behavior in a working situation. The students received academic training related to custodial work which was the skill area being taught in their vocational classes. The school custodian provided much of the actual training. On-the-job experience, evaluation and follow-up were also a major part of this program. The program was described as being efficient and inexpensive as it made use of existing personnel and facilities to provide vocationally and academically unsuccessful students with the chance to achieve.

Program: Aux Chandelles Vocational Training Department

Location: Elkhart, Indiana

Operated by: Elkhart County Association for Retarded Citizens

Population: Mentally Retarded High School Students

Reference: Parker, S. L., Taylor, G. M., Hartman, W. I., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976.

The program presented by the Aux Chandelles Vocational Training Deaprtment provides mentally retarded high school students with an opportunity to continue vocational training after completing the public school vocational classes. The program training focuses on teaching students the skills required to perform in a pre-selected job. The program contains five components: (1) intake, at which time the placement goal is determined; (2) training of general work habits; (3) pre-training of skills for the pre-selected job; (4) placement on the job; and (5) follow-up. The program serves 18 students at a time, ranging in age from 18 to 21. The average length of training is two years. The program also offers evening classes in basic academics, living skills, and recreation activities to employed students who are no longer enrolled in the vocational training program. This program provides home bound readiness training for severely mentally retarded adults to prepare them for participation in the Vocational Training Department.

Program: Bergen County vocational School

Location: Potamus, New Jersey

Operated by: Bergen County Vocational School District

Population: Mentally retarded, neurologically impaired, and emotionally disturbed

Reference: Parker, S. L., Taylor, G. M., Hartmen, W. T., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Bergen County Vocational School provides a three phase employment preparation program. The program serves 160 students annually, of which 60% are mentally retarded, 20% are neurologically impaired, and 20% are emotionally handicapped, all ranging in age from 14 to 20 years. A student can remain in the program for one to five years but the average amount of training required is from 2 1/2 to 3 years. The first phase of the program is vocational awareness, exposing the student to a variety of occupations. The second phase, vocational exploration, allows the student to spend one half of the day in vocational shop placement and the other half of the day in an academic setting. The goal of the third phase, job preparation, is to place the student in full time employment, thus, this phase is initiated by placing the student in part-time school enrollment and part-time employment. The student is gradually phased into full employment at which time he is considered a "graduate".

Program: Calhoun Area Vocational Center

Location: Battle Creek, Michigan

Operated by: Battle Creek School District

Population: Physically and mentally handicapped, normal

Reference: Parker, S. L., Taylor, G. M., Hartman, W. T., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Calhoun Area Vocational Center serves disadvantaged, handicapped (both physically and mentally) and non-handicapped students from 15 school districts. The average yearly enrollment is 1,340 students of which 97 are handicapped. The students are selected by their high schools based on the individual student's need. The students attend high school for one half of the school day and spend the other half at the Vocational Center. A "special needs" team provides services for students requiring extra assistance in remedial reading, math, and vocational and personal counseling. The Vocational Center offers training in 26 skill areas. An interesting feature of this program is that the students in the building trades classes build two houses a year and sell them on the open market. This program reports a high ratio of job placement and many of its programs (i.e. building trades, auto body) are self-supporting.

Program: California School for the Blind

Location: Berkeley, California

Operated by: California School for the Blind and California State Department of Vocational Rehabilitation

Population: Multiply handicapped blind

Reference: Johnson, G., & Tuttle, D. Education and Habilitation of Multiply Handicapped Blind Youth. New Outlook for the Blind, 1971, 65, 56-61.

The California School for the Blind is a work experience program for visually impaired students who also manifest the handicap of mental retardation, emotional disturbance, cerebral palsy, deafness, or othopedically impaired. The students were divided into three groups for vocational training purposes. The first group, the high school group, attended a regular high school. These students received training in metal crafts, wood working, and other related skills at a rehabilitation center in a nearby town. A second group of students, the transitional work experience group, were junior high school students, ages 16 to 19. These students accepted job assignments at the school such as clerking in the school's candy store or taking younger blind children to the imfirmary. These students were also transported to the Contra Corta Community Rehabilitation Workshop in Richmond where they received training in tasks of differing levels of complexity. The third group of students, the work evaluation group were non-high school students, ages 16 to 19 years. These students were transported to a workshop at the Walpert Center for the Retarded in Hayward to learn independent living skills.

Program:	Chicago Vocational Program for the Severely Handicapped
Location:	Chicago, Illinois
Operated by:	Spalding High School and Whitney Young High School
Population:	Severely handicapped
Reference:	Kohring, C., & Tracht, V. S. A New Approach to a Vocational Program for Severely Handicapped High School Students. Rehabilitation Literature, 1978, 39, 138-146.

Sixty-six severely handicapped students attending either the Spalding High School or the Whitney Young High School in Chicago participated in a three phase vocational training program in cooperation with Goodwill Industries. The first phase involved an assessment/evaluation procedure to determine each student's interests and capabilities. The second phase consisted of group discussions, conducted in sign language, which described the program and what was expected of each student. Phase three was the actual "hands-on" part of the program. At this time, the student selected an area of work for which he would like to receive training. The work area open to the students included graphic arts, upholstery, spray painting, food services, sewing, building services, sales-messenger service, and office/clerical. The students spent one week in each phase and were then returned to their high school programs. Though the program was of short duration, it enabled more students to be exposed to the world of work and to see first hand what would be expected of them upon entering competitive employment.

Program:	The Consumer Education Program
Location:	Buffalo, New York
Operated by:	Saint Mary's School for the Deaf
Population:	Multiply handicapped deaf
Reference:	Bent, M. T. The Older Atypical Deaf Child: A Program. American Annals of the Deaf, 1976, 121, 478-479.

Multiply handicapped deaf secondary students are afforded the opportunity to earn a Comsumer Education Diploma and a Work Study Certificate through the Consumer Education Program at Saint Mary's School for the Deaf. Students are selected for the program by the school staff and are placed in a three phase program in the upgraded intermediate department of the school. The first phase (lasting about 3 years) consists of basic academic courses and vocational education. The vocational education course involves a "shadowing" assignment in which students are allowed to follow staff members to learn about their jobs. The student then selects one or two staff members to apprentice with for half of the school year. During phase two, the student enrolls in supplemental courses such as physical education, art, speech, religion, dance, sex education, and industrial arts and continues with the Phase one courses. Phase three includes the vocational courses and is offered to the more advanced students. These students spend half a day at St. Mary's and the other half at a cooperating school where they are enrolled in such courses as welding, printing, horticulture, and automobile repair.

Program: Cooperative School Rehabilitation Center

Location: Minnetonka, Minnesota

Operated by: Joint Independent School District 287, Minneapolis, Minnesota

Population: Trainable mentally retarded

Reference: Parker, S. L., Taylor, G. M., Hartman, W. T., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Cooperative School Rehabilitation Center is a public school special education facility which serves mentally retarded adolescents. Many of these students have multiple handicaps and the average intelligence quotient is between 30 and 50.

Each student's program is individualized based on individual needs. The goal of this program is to maximize each student's potential for (a) becoming self sufficient and (b) finding and maintaining competitive employment. The program emphasizes vocational skills but also provides academic training. There are 34 program options available as an alternative to the regular high school program. Three hundred students attend the Rehabilitation Center and attendance selection is made by the school district.

Program: Cooperative Vocational Education

Location: Doylestown, Pennsylvania

Operated by: Intermediate Unite No. 22, Doylestown, Pennsylvania

Population: Trainable mentally retarded

Reference: Parker, S. L., Taylor, G. M., Hartman, W. T., Wong R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Cooperative Vocational Education program serves mainly trainable mentally retarded students along with some severely physically handicapped students. Students are selected for this program after completing academic training in a similar program. Thus, the focus of this Cooperative program is primarily on-the-job training, job identification, job placement, and follow-up. Occupational training specialists work for an employer for a week to catalog all the skills within that job so that they can teach their students the actual competencies necessary for performing the job. Employers were reported to be very receptive to this approach as it saves them time in training new employees.

Program:	Fairfax County Building Trades Program
Location:	Fairfax County, Virginia
Operated by:	Fairfax County School District
Population:	Nonhandicapped, mildly retarded, learning disabled, emotionally disturbed
Reference:	Godla, L. Program changes to accommodate handicapped students. American Vocational Journal, 1978, 45 29-32.

The Fairfax County Building Trades Program provides occupational training in the building trades under the same working conditions that exist in the construction industry to nonhandicapped, learning disabled, mildly retarded, and emotionally disturbed high school students. The students are trained in construction with the same equipment and building materials that they will encounter in the construction industry. Most of the students attend the program as an alternative to the regular school program. Portable classrooms are provided at each construction site and offer courses in English, social studies, and reading. An occupational training park is being developed which will offer training in landscape, horticulture, small gasoline engine repair, welding, plumbing, and wood products manufacturing. All transportation to and from school and job site are provided by the county bus system. The entire program is individualized and students may enroll at any time during the school year for part-time or full-time participation. Extensive assessment, counseling, and follow-up are utilized to maximize the success of the program.

Program:	Guided Occupational Training Program
Location:	Albany, New York
Operated by:	The State Education Department, Bureau of Occupational Education Research
Population:	Intellectually limited and educationally handicapped
Reference:	Schwartz, M.H., & Levy, M. Guided occupational training: A vocational work experience program for intellectually limited and educationally handicapped students. American Vocational Journal, 1970, 47-48

The Guided Occupational Training Program provides a work study program with a special curriculum, intensive counseling, and on the job supervision to "slow learners" of high school age. The academic curriculum consisted of instruction in reading, spelling, writing, vocabulary, use of newspapers and magazines, library usage, grammar, mathematics, and citizenship education. Students were also given specialized instruction in food service distributive education, pre-vocational industrial or office skills education. The goal of the program was to offer an educational program with a vocational emphasis which would be relevant to students with limited abilities. The program also strived to keep students in school and to develop positive attitudes towards work and themselves. The program reports success in four areas: (a) keeping students in school, (b) increasing employer satisfaction with the students, (c) increasing student work motivation, and (d) improving attitudes, and school behavior of the students.

Program: Special Vocational Needs Program

Location: Omaha, Nebraska

Operated by: Educational Service Unit #3

Population: Mentally retarded

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Crigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Special Vocational Needs Program serves approximately 100 mentally retarded students living in a four county area. The students are accepted into the program at age 13 at which time they are exposed to the prevocational training phase of the program. In Phase One students receive academic instruction as well as work adjustment training which is individualized for each student. These students are also paid on a piece-work scale for all work accomplished. During Phase Two students receive training in functional academics and survival skills training. Other services provided are intensive evaluation, counseling, paid contract work adjustment, placement, and follow-up. The program curriculum centers around teaching skills in simple assembly, custodial, and laundry maintenance.

Program: Summer Work Program

Location: New York, New York

Operated by: The Institute of Rehabilitation Medicine

Population: Severely physically disabled

Reference: Ryan, P.A. Widening their horizons: A model career development program for severely physically disabled youth. Rehabilitation Literature, 1979, 40, 72-74.

The Institute of Rehabilitation Medicine in New York City conducts a Summer Work Program for 100 severely physically disabled adolescents between the ages of 14 and 25. The students enrolled manifest a wide range of disabilities including spinal cord injury, cerebral palsy, spina bifida, multiple sclerosis, orthopedic conditions, traumatic and congenital neurological impairments, and neuromuscular disorders. These students also exhibit intellectual abilities ranging from ninth grade to college senior. For admission to the program, priority is given to those students who are motility handicapped, and their special transportation services are an integral part of this program. Upon entering the program, the students are placed at job sites supplied by nonprofit organizations. The training areas include secretarial, clerical, educational, technical, engineering, computers, and social service, provided by supervisors, counselors and consultants. Weekly group and individual counseling sessions are conducted and career seminars and workshops are offered.

Program:	Vocational Education Program for Blind Children and Youth
Location:	Baltimore, Maryland
Operated by:	Maryland School for the Blind
Population:	Blind
Reference:	Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Vocational Education Project for Blind Children and Youth serves legally blind students ranging in age from 12-22. The program primarily provides training in two major areas, (1) piano tuning and (2) medical transcription. Although the population initially served by the program was more academically advanced, the emphasis now is directed toward vocational competency in a work-study type setting.

The program is gathering data in a survey type fashion to determine the following information: the employability status of graduates of the program, the vocational opportunities in the State of Maryland for the Blind, and the types of curriculum objectives that should be developed (or modified) to improve the vocational training of the blind.

Program: Vocational Individual Assistance Program

Location: Eastlake, Ohio

Operated by: Willoughby-Eastlake City Schools

Population: Educabe mentally retarded

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

One hundred seventeen educable mentally retarded students from five school districts attend the Vocational Individual Assistance Program. The students are bused to the facility for 1 1/] hours per day where they receive training in automotive repair, factory production, clerical, custodial, and welding. The remainder of the school day is spent at the student's home school.

Students enter the program during the ninth grade at which time their vocational abilities and interests are assessed. The program has a clustering feature in that students begin training in one of the five skill clusters and remain there as long as they are successful. If the student is not doing well in a particular skill area, the student is rotated to a new skill area.

Program: Vocational Mobile Lab Program

Location: Memphis, Tennessee

Operated by: Memphis City Schools

Population: Educable mentally retarded

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Vocational Mobile Lab Program is proving to be an efficient facility. Six mobile trailers provide prevocational and "hands-on" experience in home economics, wood working, and metal working to junior and senior high school educable mentally retarded students. The program visits 21 different junior and senior high schools annually to provide this training. Placement into this vocational program is made by the special education department, but the students select the type of skill area for which they want to be trained. The mobile units enable the program to reach many more students than a stationary facility.

Program: Vocational Rehabilitation and Occupational Education Program

Location: Chapel Hill, North Carolina

Operated by: North Carolina Cooperative Educational/Rehabilitation Units

Population: All handicaps

Reference: Black, T.J. Where do I go from here? The involvement of vocational rehabilitation and occupational education with the learning disabled in North Carolina. Rehabilitation Literature, 1976, 37, 168-171.

The Division of Vocational Rehabilitation in the state of North Carolina has established educational/rehabilitation units in the secondary schools. The purpose of these units is to identify physically and mentally handicapped students at an early age and provide them with training, job placement and follow-up services in order to reduce delinquency and unemployment. Students are eligible for the program at age 14. The students may participate in the program on weekends, after school, or in addition to the student's regular program. The program design for each student can be prevocational, exploratory or related academics. While in high school the students are usually part time clients of Vocational Rehabilitation, but upon leaving high school they are reclassified as full-time clients.

Program:	Vocational Training and Education Program
Location:	Tucson, Arizona
Operated by:	Rehabilitation Center (University of Arizona)
Population:	Educable Mentally Retarded
Reference:	Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Vocational Training and Education Program serves all the educable mentally retarded high school juniors in the Tucson school district. This program maintains two main features (a) vocational attitude adjustment and the building of a positive self image and (b) training to any EMR adult under the age of 25 who is having difficulty maintaining employment.

The students in this program attend a regular high school for three hours a day for academic instruction. For five hours a day the students attend the vocational program and receive training in automotive maintenance, home economics, metals, office education, and woodworking. This skill training is secondary to training in attitude adjustment in a vocational setting.

Program: Vocational Village

Location: Portland, Oregon

Operated by: Portland Public Schools

Population: Disadvantaged, emotionally disturbed

Reference: Parker, S.L., Taylor, W.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Vocational Village Program provides vocational training to high school dropouts between the ages of 14 and 22 years. The majority of the students served are classified as emotionally disturbed, and the remainder of the students are classified as disadvantaged. Enrollment in this program is open-ended, and no formal screening procedure is conducted for admission.

The program provides that students may earn a high school diploma while developing entry level job skills in one of six areas. These six areas include office occupations, food service, health occupations, marketing, mechanics and metal work. The program averages three years to completion but the training is individualized such that students may proceed at their own pace, Work experience and academic training are also provided.

Program: Work Experience Program

Location: Reno, Nevada

Operated by: Washoe County School District

Population: Educable Mentally Retarded

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Work Experience Program is a prevocational and work experience program for high school educable mentally retarded students . The program emphasizes the development of positive attitudes and general work skills during the prevocational phase. This program provides that no specific job skills are actually taught by the vocational instructors. The students require job skills from an employer during the work experience phase of the program. At this time students spend one half of the day at school and the other half at a job site. Many times students require several job placements before they are successful. When a student loses a job that student returns to school full-time until another job is obtained. Evaluation, employer contacts, placement and counseling are provided to each student in the program.

Program:	Loradon Hall Training and Residential Center
Location:	Denver, Colorado
Operated by:	Laradon Hall Society for Exceptional Children
Population:	TMR, EMR
Reference:	Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Laradon Hall Training and Residential Center is a vocational program established in 1948 by the Elks Lodge. This program primarily serves educable mentally retarded students but a separate workshop facility also provides services to students at the trainable mental level. One hundred students are served and after an eight week evaluation period, each receives training in one of four major areas: food service, laundry service, custodial service, or warehouse service. Support services including job placement and follow-up are extensive. One feature of this program is that the student begins training in a totally dependent residential type setting and progresses to a totally independent type setting in the community.

Program:	Learn to Earn
Location:	Pittsburgh, Pennsylvania
Operated by:	Pittsburgh Branch, Pennsylvania Association for the Blind and the Western Pennsylvania School for Blind Children
Population:	Blind
Reference:	Huber, D.J. Learn to earn: A school work experience program. New Outlook for the Blind, 1973, 67, 219-221.

The Pittsburgh Branch of the Pennsylvania Association for the Blind initiated a vocational program for blind students of at least age 16, who were in attendance at the Western Pennsylvania School for Blind Children. These students attended their usual school classes but were also involved with on the job experiences in the community for three afternoons a week. The students were paid a minimal amount per hour for their efforts and the length of employment time increased when the student and the employer experienced success. The students initially selected for this program were those candidates for a sheltered workshop of those capable of entering the labor market upon graduation from school.

Program: New Opportunities for Work

Location: Findlay, Ohio

Operated by: Hancock County Joint Vocational School

Population: EMR, Hearing Impaired

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The New Opportunities for Work Program primarily serves junior high and high school educable mentally retarded and hearing impaired students. Pre-vocational training in the area of clerical skills, food service, maintenance service, and automobile mechanics is available to seventh through ninth grade students. The students receive academic instruction for half of the day. During the other half the special education teachers go to the vocational training classes with their students and actually work alongside them to provide related instruction.

Sophomores and juniors may receive further training in these areas through part-time employment and part-time on the job laboratories. Senior high school students may graduate from the program if they have maintained full-time employment for 37 weeks. Throughout this program the students receive training in related academic areas. Counseling and evaluation services are also continually provided.

Program: Employment Orientation

Location: Sicklerville, New Jersey

Operated by: Camden County School System

Population: All handicaps

Reference Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. W Washington, D.C.: Management Analysis Center, 1976.

The Employment Orientation Program is a vocational technical school which provides services to students with a wide range of disabilities. The majority of these students are mentally retarded but the center also serves learning disabled, speech handicapped, emotionally handicapped, visually handicapped, hard of hearning, multihandicapped, and disadvantaged students. The special needs section of the school focuses on training in four major areas: (a) small engine, (b) food and business, (c) building trades, and (d) plastics. The goal of this training is to prepare students for integration into the regular vocational classes.

Program:	New York State School for the Deaf Cooperative BOCES Program
Location:	Rome, Utica, New York
Operated by:	New York State Department of Education
Population:	Deaf
Reference:	Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The New York State School for the Deaf was established in 1886 as a residential school for deaf students. The school presently provides services for students from kindergarten to grade twelve. As part of the school program for high school students, three types of curriculum are offered: (a) college prep courses, (b) career development, and (c) BOCES vocational training. The career development curriculum offers courses covering such topics as the deaf person and the law, job hunting, and social security. All students are exposed to these courses. During the twelfth grade year, students are given the opportunity to attend regular vocational training classes at the BOCES center.

Program:	The Oak Hill School Cooperative Work Experience Program
Location:	Hartford, Connecticut
Operated by:	Connecticut Institute for the Blind
Population:	Blind and multiply handicapped blind
Reference:	Tremble, J.T., & Campbell, L.F. A diversified cooperative work experience program for blind and multiply handicapped blind students. New Outlook for the Blind, 1973, 67, 216-219.

The Oak Hill School, a residential facility for blind and multiply handicapped blind students, has developed a practical work experience program which includes three components: academics, job placement, and counseling.

The academics component includes courses in mathematics, English physical education, science, and vocations. Most of these courses are geared towards practical application in the business world. In addition, mobility training and home management courses are also included.

Career interests, aptitudes, and abilities are the emphasis of the second component of the program. Students receive broad training in these areas of piano tuning, industrial education, business education, and home and personal management. The objective is to teach students general work skills that are applicable to a variety of jobs.

The third component of the program includes the ancillary therapy and counseling services which have been found to be of significant value. The program also provides students with on the job work experience with a carefully supervised student to community job matching process.

Program: On-Campus Vocational Education

Location: Los Angeles, California

Operated by: Los Angeles City Unified School District

Population: Deaf, orthopedically handicapped

Reference: Parker, S.L., Taylor, G. M., Hartman, W. T., Wong, R. O., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, 1976

The On-Campus Vocational Education Program provides occupational skill training, pre-vocational training, counseling and placement services to deaf and orthopedically impaired students from the seventh through twelfth grades. As part of their school program, seventh and eigth grade students are exposed to one-hour sessions that are focused on different vocational areas. Ninth and tenth graders attend two-hour sessions in vocational skill training in the areas of food service, graphic arts, plastics, power sewing, jewelry, business service, metal shop, small engine repair, agriculture, and art. Eleventh and twelfth grade students have several options for further training. These students may choose to (a) continue to the two-hour vocational training sessions supplemental with academics, (b) attend a regional vocational training center, and (c) participate in work experience programs with private employers or at the Spastic Children's Foundation. After graduating, the student who has potential for employment is referred to the Division of Vocational Rehabilitation for placement.

Program: Peg Jensen School Occupational Training Program

Location: El Centro, California

Operated by: Peg Jensen School

Population: Trainable mentally retarded

Reference: Walker, W., & Kenny, J. E. An Occupational Training Program for Trainable Students. The Pointer, 1974, 19, 118-121.

The Peg Jensen School operates a vocational program for trainable mentally retarded students between the ages of 16 and 21. The purpose of this program is to help students learn work skills in different settings. The vocational offerings include custodial training, food service, construction and repair, clerical activities, domestic activities, child care, gardening, and car washing. In addition, an automotive course is offered that requires that the students punch a time clock, use tools and equipment, maintain clean restrooms, clean vehicles, perform periodic lubrication procedures and take care of benches and work areas. Students may also receive training in sheltered workshop skills. The program has an extensive evaluation procedure and is concerned with improving the individual's social skills, self-care skills, and perceptual and motor skills to insure vocational success.

Program: Pre-Employment Voational Experience Program

Location: South Bend, Indiana

Operated by: South Bend Community School Corporation

Population: EMR, disadvantaged

Reference: Parker, S.L., Taylor, G.M., Hartman, W.R., Wong, R.O., Grigg, D.A. & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Pre-Employment Vocational Experience Program is offered to educable mentally retarded and disadvantaged students attending nine different junior high schools and five senior high schools. In grades seven through nine the program emphasizes remediation of learning skills and social behavior. In grades ten through 12 the program emphasizes social behavior, following directions, and job skills. During the high school years the students are placed in job tryout situations beginning with a two hour a day job in the high school cafeteria to full time employment in the community.

Unique features of this program include the "teacher counselor" who performs job placement, follow-up , and testing activities. Students may schedule a one hour class with the teacher counselor during any part of the school day. The teacher counselor is provided with telephone accessibility for parent conferences, job placement, and crisis management.

Program: Pre-Vocational Work Study program

Location: Peoria, Illinois

Operated by: Peoria Public Schools

Population: Educable mentally retarded

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Pre-Vocational Work Study Program for educable mentally retarded students is part of a regular high school program. The program is offered to students from ninth through the twelfth grade and for the first two years of instruction the students take both vocational and academic classes. During the sophomore year, a "mini shop" one hour class is offered to allow a gradual transition from class to job. The summer following the sophomore year is spent in a work evaluation and training program. The junior and senior high school years are spent taking classes for one half of the day and work part of the day on jobs at the school or in the community. The program reports 74% success in placing and maintaining the students in competitive employment.

Program: Roanoke County Occupational School

Location: Salem, Virginia

Operated by: Roanoke County Public Schools

Population: EMR, TMR, Physically Handicapped

Reference: Parker, S.L., Taylor, G.M., Hartman, W.T., Wong, R.O., Grigg, D.A., & Shay, D.E. Improving occupational programs for the handicapped. Washington, D.C.: Management Analysis Center, 1976.

The Roanoke County Occupational School is a vocational preparation facility for educable mentally retarded and trainable students, though some of the students also exhibit secondary physical handicaps. The students range in age from 13-21 and at the time of this report there were 260 students enrolled in the program.

The curriculum for the educable students differs according to grade level. During the seventh and eighth grades the program focuses on pre-vocational preparation. The ninth grade curriculum focuses on work exploration and evaluation. The tenth and eleventh graders are exposed to work habit and skill training and the senior year is spent in a work experience program.

Diagnostic evaluation are performed by the school system. Follow-up services are provided by Vocational Rehabilitation and mental health services.

Program:	School Habilitation Program
Location:	Duluth, Wisconsin
Operated by:	Duluth Public School System
Population:	Academically and mentally retarded
Reference:	Cole, N. School Habilitation Program for Secondary Students. Rehabilitation Literature, 1967, 28, 170-176.

The School Habilitation Program offers an individualized program of occupational study to academically and mentally retarded secondary students. The program consists of three phases geared toward providing students the meaningful vocational training necessary to obtain employment. The first phase, or the classroom phase, provides individualized training in basic skill areas such as functional mathematics and reading. The second phase, or the laboratory phase, provides work evaluation and adjustment training in three well equipped laboratories: (a) a Domestic Laboratory providing training as kitchen helpers, hotel maids or janitors, (b) an Industrial Laboratory providing training as gardeners, welding assistants, and painters' helpers, and (c) a Materials Laboratory which reinforces the skills learned in the other two laboratories through audiovisual materials. During this phase the students are evaluated for employability by five factors: (a) work skills, (b) work habits, (c) work personality, (d) physical capacity, and (e) intelligence. Aspects negating employability are then remediated or compensated for. The third phase or the placement phase, assigns students to actual jobs in the community for one half of the school day. Students are supervised and counseled extensively. Graduation from high school does not terminate the student from the program if that student is still in need of training.

Program: The Self Reliance Institute

Location: Sacramento, California

Operated by: Sacramento Society for the Blind

Population: Blind

Reference: Laurence, M. The Self-Reliance Institute: Filling the Gap in Work Experience. New Outlook for the Blind, 1973, 67, 221-225.

The Self-Reliance Institute offers a unique program to blind high school students ranging in age from 15 to 20 years. These students attend the Institute for a summer session in job training. The first week at the Institute is spent in discussing the employment problems of blind individuals. The students are evaluated for dress and general appearance and a cosmetologist is available to teach make-up application and grooming skills. Next, the students are trained in how to apply for a job and then interviewed by employers in the Sacramento area. These employers volunteered to participate in the program and were reimbursed for the minimum wage salaries paid to the students who were hired. The students worked at their jobs for four hours a day and then returned to the Institute for training in daily living skills. The program trained the students in cooking, sewing, grooming, budget management, and checking accounts, dining out and use of public transportation and other facilities. Independent mobility and social etiquette were stressed in this phase of the program. The local employers felt that the program was a worthwhile endeavor and agreed to continue participating.

APPENDIX B

PROGRAMS REVIEWED - STATE LEVEL

Program:	Pinellas Vocational Technical Institute
Location:	Clearwater, Florida
Operated by:	Pinellas County Public Schools
Population:	All Handicaps
Reference:	Ref. B.

Pinellas Vocational Technical Institute offers comprehensive vocational training to all handicapped individuals on an open entry basis. The Work Evaluation Center performs a two-week comprehensive vocational evaluation in order to determine individual needs, abilities, both for occupational and academic training. Students may then register for one of 30 different training programs such as plumbing, electronics, mechanics, commercial cooking, carpentry and business. Students may also receive Individualized Manpower Training Stytem and Remediation (IMTS) which provides training in basic academic skills. Instructors in this program use sign language for teaching hearing impaired students. Upon completion of the two-year program, students receive diplomas or certificates of completion. The Institute assist in job placement (82% success rate) and conducts extensive follow-up service.

Florida Programs

Program: Dade County Vocational Program

Location: Miami, Florida

Operated by: Office of Vocational and Adult Education

Population: Varying Exceptionalities

Reference: West, H. M. Educating the Handicapped for Life and Work: A Strategy. Florida Vocational Journal, 5 February, 1980, 10-15.

The Dade county Office of Vocational and Adult Education provides handicapped students in grades K-12 with a career awareness program in order that students can begin to make realistic decisions about career goals. The students served by the program include autisitc, learning disabled, mildly mentally retarded, moderately mentally retarded, visually handicapped, emotionally disturbed, and physically handicapped students. The broad vocational areas to which the students are exposed include business occupations, communications, marketing, personal service occupations, and health and public service occupations. Vocational evaluation of each student's abilities and interests is a major part of this program and the vocational evaluation is a part of the Individualized Education Program (IEP). Based on the results of this evaluation and the efforts of vocational and exceptional educators, the student is ready for the preparation phase of training. Students are then placed in community jobs and follow-up is a continuous process.

Program:	Florida School for the Deaf and Blind
Location:	St. Augustine, Florida
Operated by:	Florida School for the Deaf and Blind
Population:	Deaf, blind
Reference:	Fowler, E., & Midgett, J. An Appraisal of Vocational Education for Handicapped Persons in Florida. (Final report, Project #60165, Fiscal #151420036) Orlando, FL: College of Education, Florida Technological University, 1976.

The Florida School for the Deaf and Blind offers two different types of vocational programs. The first program was designed for deaf students who may receive training in one of the follwoing vocational areas: upholstery, food service, barbering, cosmetology, printing, data processing, basic electricity, graphics, business education, woodworking snack bar service, welding, small engine repair, automobile body repair, custodial, home economics, magnetic type, basic foods, photography and sewing. Students in the Deaf School usually begin intense vocational training at the high school level. The second program was designed for the blind and offers vocational training in the areas of horticulture, switch board operation, home economics, woodwork, arts and crafts, and business education. The age range of these students is between 15 and 19 years. On-the-job training is available through community employers. The program strives to insure that the students leave the school with either employable skills or the opportunity to receive further vocational training or academic instruction.

Program:	Sarasota County Student Center (Kwik Kopy, Inc.)
Location:	Sarasota, Florida
Operated by:	Sarasota County Student Center
Population:	Physically handicapped and mentally handicapped
Reference:	Eskew, R. B. Kwik Kopy, Inc. Florida Vocational Journal, 1976, 1, 14-16.

The Sarasota County Student Center provides vocational training in building maintenance, business, food management, child care, hotel-motel services, horticulture, and small engine repair to physically and/or mentally handicapped secondary students. The Center also provides students with general education including math, reading, social studies, science, physical education, music, art, and driver education. Special education and vocational education teachers have formed an interdisciplinary program to combine both vocational and academic skill areas.

A major component of the program is Kwik Kipy, Inc., a small reproduction business operated by the handicapped students. Kwik Kopy reproduces all of the materials at the Center and performs small jobs for community businesses. As a part of this business, students learn skills involved in such jobs as mail clerk, file clerk, clerk typist, office machine operator, baggers, cashier, stock clerk, receptionist-telephone operator, and office manager. Students at the Center are taught how to apply for jobs in the community and receive on-the-job training in the community.

Program: Okaloosa County Vocational Technical Center

Location: Ft. Walton, Florida

Operated by: Office of Vocational and Adult Education, Okaloosa County

Population: All handicaps

Reference: Fowler, E., & Midgett, J. An Appraisal of Vocational Education for Handicapped Persons in Florida. (Final Report, Project #60165, Fiscal #151420036) Orlando, FL: College of Education, Florida Technological University, 1976.

The Okaloosa county Vocational Technical Center provides vocational training, evaluation and work adjustment to both handicapped and non-handicapped adults and high school students. The program has an open-entry policy and offers training for handicapped students in the areas of food service, construction, and gardening. There is a special helper trade program for moderately mentally retarded students, but usually the handicapped students are enrolled in the same vocational classes as the non-handicapped students and are required to meet the same professional standards. Teacher aides assis in the instrudtion of the handicapped students and the services of a vocational rehabilitation counselor are also available.

Program:	Pre-vocational Industrial Arts Program
Location:	Tallahassee, Florida
Operated by:	Florida State University
Population:	All handicaps
Reference:	Wargo, W. D. "Pre-vocational Industrial Arts for Handicapped Boys and Girls". Industrial Education, 94-95, 1978.

Florida State University (FSU) offers a pre-vocational program to handicapped in Linda High School, Fairview Middle School and Astoria Park Elementary School in Tallahassee, Florida. The objective of this program is to provide handicapped youngsters with a habilitation experience which will enable them to consider a variety of occupational and career choices. The students are transported to the Industrial Arts facility at FSU for a two-hour work period three times a week. At this time, students are exposed to such vocational areas as construction, manufacturing, communi ions, materials, and power and transportation. The program is reported to offer handicapped students "a stimulation means of developing skills and problem solving abilities related to tools, materials, and processes."

Program: Palm Beach Master Plan

Location: Palm Beach County

Operated by: Palm Beach Public Schools

Population: All handicapped students, K-12

Reference: Wheeler, M. A. A Master Plan for Students with Special Needs. Florida Vocational Journal, 3, March, 1978, 11-15.

Palm Beach County conducted a needs assessment to determine what was needed to expand vocational programs for special needs students. As a result of the information from this study, a master plan was developed that set guidelines for the progression of a disabled student from elementary school (career awareness) through adult-level (postsecondary) training. The educational objectives at each level include: career awareness, work adjustment, pre-vocational skills, career exploration, vocational training, on-the-job training, vocational placement, follow-up, and postsecondary skills. The master plan also relies on community and parental involvement and service agency support for implementation.

Program:	Groveland High School
Location:	Leesburg, Florida
Operated by:	Lake County Public Schools
Population:	Socio-economically and academically disadvantaged
Reference:	Friedman, C. H. & Justice, L. A Speical Class for Special Students. Florida Vocational Journal, 5, March, 1980, 23-25.

Groveland High School's special home economics class offers training for socioeconomically and academically deprived students. The classroom laboratory and equipment used by this special class are standard, bu the student-teacher ratio is 11:1. The special education instructor works cooperatively with the home economics instructor in remediating basic skills (i.e. reading, mathematical measurement) necessary for competency in the different areas of home economics, such as cooking, sewing, and household management. Attention is also devoted to the students personal needs such as good grooming, manners, self-esteem, peer relationships, and independent living. Guidelines and course objectives for this program are now available for use throughout the state of Florida.

APPENDIX C

EMPLOYER QUESTIONNAIRE #1

APPENDIX C

Employer Questionnaire #1

Business Name _____

Address _____

Manager's Name _____

1. How many individuals do you employ? _____
2. How many of these individuals are employed in skilled positions? _____
3. What are these skilled positions?

4. What type of training and/or experiences are required for these skilled positions?

5. How many individuals do you employ in unskilled positions? _____
6. What are these positions?

7. Are any previous experiences required for these jobs?

8. What is your turnover rate for skilled positions? _____
9. What is your turnover rate for unskilled positions? _____
10. Have you ever hired a handicapped individual? Yes _____ No _____
11. If you have never hired a handicapped person, would you hire one if he/she had the ability to do the job? Yes _____ No _____
12. Do you think that a handicapped person should be paid the same wages as a nonhandicapped person who performs the same task?
    Yes _____ No _____
13. What qualities do you think make a good employee?

APPENDIX D

EMPLOYER QUESTIONNAIRE #2

APPENDIX D

Employer Questionnaire #2

1. What type(s) of handicap(s) does/did your employee(s) have?

   Blind____Deaf____EMR____LD____TMR____EH____PH____PMR____Other____

2. What job did he/she perform?

3. Did he/she receive the same pay that a non-handicapped person would receive for performing the same task?

   Yes____ No____ How much? _____

4. Did the handicapped employee perform the job satisfactorily?

   Yes____ No____

5. How would you rate the handicapped person on the following items?

   Please rate this employee on the following items by placing a check mark in the appropriate space:

	Excellent	Above Average	Average	Below Average	Unsatisfactory
Ability to follow prescribed work procedures					
Adaptation to different work assignments					
Reaction to constructive criticism . .					
Ability to work well with others . . .					
Potential for advancement					

6. Would you hire another qualified handicapped person? Yes____ No____

   Why not?_____

APPENDIX E
ADULT QUESTIONNAIRE

APPENDIX E

Adult Questionnaire

Name _____

Address _____

Lives with _____

1. What high school did you attend?
2. Did you graduate? No _____ Yes _____ What year? _____
3. If you did not graduate, what was the highest grade completed? _____
4. Did you take Vocational Education? No _____ Yes _____
5. If you took Voc. Ed. what type of training did you receive, i.e. what did you learn how to do? _____
6. Are you employed now? No _____ Yes _____
   a. If yes, how long have you had this job? _____
   b. What do you do? _____
   c. How many hours a week do you work? _____
   d. How much do you get paid? _____
   e. Was the Vocational training you received in high school useful in finding a job? No_____ Yes _____ Comment _____
   f. Would you like to get a different type of job? Yes_ __ No _____
   g. If yes, what type of job do you want and where do you want to work? _____
   h. What other jobs have you held? _____
7. If you are not working now, have you held any job(s) since leaving high school? No _____ Yes _____
   a. If yes, what job(s)? _____
   b. How long did you work there? _____
   c. What did you do? _____
   d. How much did you get paid? _____
   e. How many hours a week did you work? _____
   f. If you took Vocational Ed. in high school, was it useful in finding a job? Yes _____ No _____ Comment _____
   g. Would you like to get a job? No _____ Why not? _____ Yes _____ What type of job and where would you like to work? _____

8. Have you attended any other schools since leaving high school?
   No _____ Yes _____
   a. What type of school or program? _____
   b. Did this help you find a job? _____
9. Would you like to leave this town? No_____ Yes _____
   a. Why or why not? _____
10. What are you doing if not working?_____

APPENDIX F

Narrative Description of Handicapped Adults

Case 1, J.T. J.T. was interviewed at his home by the investigator. His school age younger brothers and sisters were also at home even though it was a regular school day. There did not appear to be any electricity in the house and J.T. reported that his mother was crippled and couldn't come to the door. J.T. was classified as educable mentally retarded and had left school one year ago during the tenth grade. He has been enrolled in a vocational training program for one year in high school, where he had "learned about lawn mowers." During school he held a part-time job picking up trash at the Court House. This job was secured for him by the vocational education teacher but did not last long. That was the only job he has ever held. Since leaving school he has been at home unemployed. The vocational education teacher has tried to help him find employment but the major problem for J.T. is no transportation.

Case 2, D.C. The mother of D.C. (classified as educable mentally retarded) was located at a downtown business after several unsuccessful attempts were made to locate D.C.'s home. Mrs. C. reported that D.C. had left school after completing the tenth grade one year ago. He was enrolled in Vocational Education but his mother could not recall what he had been trained to do. She thought it was masonry. D.C. held a part-time job picking up trash at the Court House for a few months. This job was secured by the vocational education teacher. Since that time D.C. has not held a job but he would like to work as a janitor somewhere. He plans to stay in this rural community but can't get a job without transportation. He lives at home with his family.

Case 3, J.D. The mother of J.D. was interviewed by telephone as J.D. had moved to another area of Florida. J.D. was a profoundly retarded female who at age 21 had completed all of the public schooling she was eligible to receive. She had attended a special school for severely and profoundly handicapped individuals. This individual was not able to perform many high level tasks and was staying at home all day at the time of the interview. She had never held a job and there were no sheltered workshops near ner residence. While in high school, J.D. was bussed over 100 miles a day to school.

Case 4, W.W. W.W. had graduated from high school in 1978. She had been classified as educable mentally retarded. W.W. was interviewed at her home where she lives with her parents. During high school she took vocational education and was enrolled in a special program. As part of this program she worked at a special school for severely and profoundly handicapped individuals, but was not paid for this job. Her primary responsibilities were to "help out with the little kids." In vocational education she took gardening and child care. W.W. has never held a paying job but would like to work with children. She had tried to get a job at a nursing home. She didn't get the job and has not applied for any others.

Case 5, L.C. L.C. could not be located after several unsuccessful attempts, but the investigator was able to locate his sister who reported that L.C. had dropped out of high school during the tenth grade. Since leaving school he has been working 9 ½ months a year farming tobacco for a local farmer. He was enrolled in vocational education during one year of high school and his sister thought he had received training in lawn maintenance. L.C. was classified as educable mentally retarded. He lived with his parents in a small trailer.

Case 6, J.M. J.M. was a 21 year old physically handicapped boy who had attended a special school for severely and profoundly handicapped individuals for two years. J.M. was not enrolled in vocational education during high school and was confined to a wheelchair. At age seven he had a serious fall and damaged his spinal cord. He lived with his parents but spent all day with his aunt. The aunt had a therapeutic pool built for J.M. which was not working at the time of the interview. J.M. was located at his aunt's house but due to his severe speech problem, his aunt provided all of the necessary information. J.M. is currently receiving Mobile Leisure Services twice a month but doesnot do much of anything except watch television. J.M. was very alert and appeared to understand everything that was being said but his communication efforts were severely distorted. He had fairly good arm muscle coordination as he could feed himself. There are not sheltered workshops in this area and it is doubtful that he will ever do more than he is doing now.

Case 7, B.R. B.R. was an educable mentally retarded female who completed the twelfth grade in 1977. She was interviewed at her home where she lived with her husband. She had a job babysitting for her aunt's children all day. She was married and her husband was employed as a janitor. During high school she was enrolled in the special program and also took gardening and child care as part of the vocational education program. She had worked at a school for the severely and profoundly handicapped individuals as an unpaid aid in the primary classrooms. She reported that she would like to get a different job besides babysitting but would need help as she was afraid to apply for a job.

Case 8, S.W. S.W. could not be located as she was at work in a tobacco field but her younger sister was able to provide some information. S.W. had left school two years ago during the 11th grade. Since leaving school S.W. had worked as a maid in private homes and was now employed by a local tobacco farmer. She was not married but had two children. She lived with her mother. The younger sister was 16 years old, had been out of school for three years and was unmarried with two children. She stayed home with her children, S.W.'s children and several other children, all day. She also appeared to be educable mentally retarded.

Case 9, L.B. The local postman reported that L.B.'s home was almost unreachable but provided information as to where his mother could be located at work. L.B.'s mother was interviewed at her part-time job. She reported that L.B. had graduated from high school in 1976, and had taken vocational education courses. She thinks he took gardening and lawn mowers. L.B. is classified as educable mentally retarded and lives with his parents. He had worked in the tobacco fields last summer for six weeks. Since leaving high school the only other job he has held was yard maintenance for private homes. He is presently looking for a job but doesn't have any transportation even if he gets the job.

Case 10, J.L.D. J.L.D. dropped out of school after the ninth grade in 1977. She was enrolled in typing and home economics as part of her vocational program. She is presently unemployed and has never held a job other than an occasional babysitting job. She doesn't know how to apply for a job but would like to work. She sits around her parents' house most of the time. J.L.D. is classified as educable mentally retarded.

Case 11, S.B. S.B. dropped out of school after the eleventh grade in 1978. He was classified as educable mentally retarded. He was interviewed at his home where he lives with his parents. He is currently employed and has been since leaving school. He had a part time job bagging groceries during part of his last year of high school but got tired of the job. (His former employer could not remember him when asked to respond to the Employer Questionnaire #2 in reference to S.B.) He was enrolled in Vocational Education in the building trades program. He doesn't have any immediate plans except to stay in the rural area.

Case 12, B.P. B.P. was presently employed at a local farm collecting eggs. His mother responded to the interview questions as B.P.'s employer did not want him to be disturbed. B.P. dropped out of high school three years ago after the ninth grade. He was classified as educable mentally retarded. He has been working at the farm for three years. B.P. was the most highly educated of his six older siblings, several of which were unemployed. B.P. had been enrolled in vocational education but his mother could not recall what specific training he received. B.P. was living with his mother.

Case 13, R.D. R.D. dropped out of school in the tenth grade in 1977 where he was classified as educable mentally retarded. R.D. was interviewed in a laundromat where he had been asleep on one of the laundry tables. During high school he was enrolled in vocational education in the lawn care and lawn mower maintenance classes. He was not employed at the time of the interview and did not seem interested in getting a job. He reported that he had worked for a restaurant as a dishwasher but was fired after six weeks. The employer could not remember him. He lived with his parents.

Case 14, N.W. N.W. was interviewed at his place of employment. He worked full time at a small grocery store as a stock clerk and bag boy. He was a 1976 graduate from high school where he had been classified as educable mentally retarded. He was enrolled in one vocational education course during high school and that was brick masonry. He lived with his parents but had his own car. His employer reported that he was an excellent employee but there was no potential for advancement because she and he were the entire staff.

Case 15, E.A. E.A. was classified as educable mentally retarded but he was also an epileptic. Several attempts were made to find E.A. at home. His younger sister was always at home, even on school days and reported that E.A. and his mother were fishing. On another occasion the grandfather reported that E.A. was hunting. E.A. dropped out of school in the tenth grade and has not been employed before or since that time. Most of the time he hunts or fishes but doesn't have to work, reports his sister, because he gets a welfare check. During school E.A. was enrolled in vocational education in lawn care and lawn mower maintenance.

Case 16, E.J. E.J. graduated from high school in 1976 where he was classified as educable mentally retarded. At the time of the interview he was working two days a week on a tobacco farm. Sometimes he worked more. This was the only job he had held since high school. For the past three years he had worked off and on at the tobacco farm depending on how often he was needed. He wanted to get a fulltime job but couldn't find one. He lived in his parents' house where he was interviewed. During school he was enrolled in vocational education in lawn care and lawn mower maintenance.